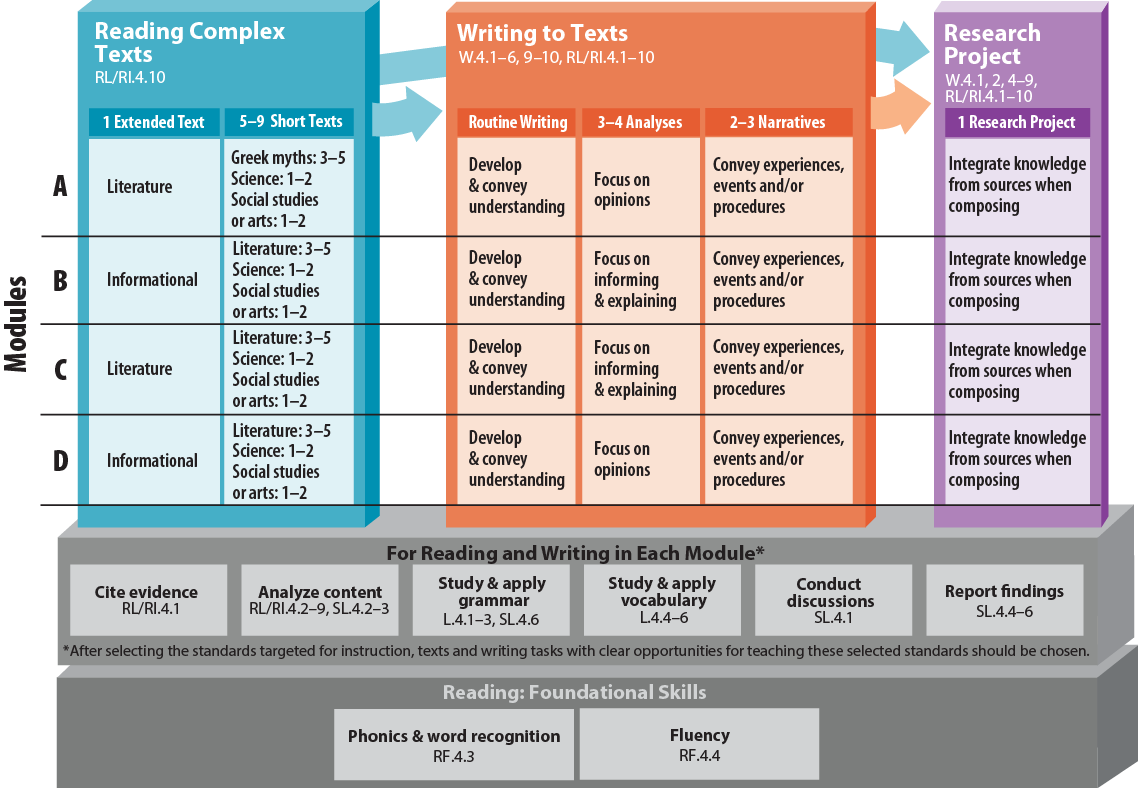
The Common Core State Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional [Standards for Reading Literature](http://corestandards.org/the-standards/english-language-arts-standards/reading-literature/grade-4/) (RL.4.2-9) and [Standards for Reading Informational Text](http://corestandards.org/the-standards/english-language-arts-standards/reading-informational-text/grade-4/) (RI.4.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the [Standards for Speaking and Listening](http://corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening/grade-4/). Reading complex texts that range across literature, history, the arts, and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

One new [Writing Standard](http://corestandards.org/the-standards/english-language-arts-standards/writing/grade-4/) that begins in grade 4 supports the close connection between reading and writing (W.4.9). It requires students to draw evidence from literary and informational texts to support analysis, reflection, and research. Students should be able to produce a variety of written texts, including opinion pieces, explanations, narratives, and short research projects — each of which presents evidence in an organized fashion to clarify the topic under discussion for the intended audience.

The [Standards for Reading: Foundational Skills](http://corestandards.org/the-standards/english-language-arts-standards/reading-foundational-skills/grade-4/) specifies that in addition to the continued development of word analysis skills (RF.4.3), reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student’s fluency level. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.4.4).

*\*The chart organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. These modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).\**

**Writing to Texts**

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction. See the [Writing Standards Progression](http://writing-standards-progression-grade-4-grade-5/)[from Grade 3 to Grade 4](http://parcc.synaxis-dev.com/mcf/english-language-artsliteracy/writing-standards-progression-grade-3-grade-4).

***Routine writing:*** Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

***At least three to four analyses per module:*** All analytic writing should put a premium on using evidence (RL/RI.4.1 and W.4.9), as well as on crafting works that display a degree of logical integration and coherence (W.4.4, W.4.5 and L.4.1-3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students’ ability to paraphrase, infer, and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

***Two or three narratives per module:*** Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

**Research Project**

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.) Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

**For Reading and Writing in Each Module**

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

***Cite evidence:*** The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 4, students should refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text (RL/RI.4.1).

***Analyze content:*** The content of each text should determine which standards (RL/RI.4.2-9 and SL.4.2-3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

***Study and apply grammar:*** While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.4.1-3.

***Study and apply vocabulary:*** To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.4.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking.

***Conduct discussions:*** Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to build effectively on one another’s ideas while clearly explaining their own (SL.4.1).

***Report findings:*** Students should orally tell a story, recount an experience, or report on a topic or text in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes while speaking clearly, at an appropriate pace (SL.4.4-6).

**For Reading Foundation Skills in Each Module**

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

*Decode words:* Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.4.3).

*Read fluently:* Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.4.4).